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ABSTRACT

In this detailed survey of the English offerings of a private secondary school for girls, each grade is divided into semester or smaller thematic units. For each of these units, an overview/rationale is followed by a book list and description of how the unit's activities will help the student develop specific skills in the areas of reading, writing, speaking, and listening. Seventh grade is divided into six units: the family, "A Christmas Carol," the short story, "Johnny Tremain," folk literature, and poetry. A year long course on developmental reading is designed for seventh and eighth grade students deficient in basic reading and vocabulary skills. Eighth grade consists of four units: drama, fortune-telling, the novel, and courage. Ninth grade is divided into quarterly courses: world of the past, poetry, short story, and world of the future. Tenth grade consists of two semester courses: literature of the imagination and historical literature. In addition to quarterly courses (in tragic drama, those romantic ladies, hero in Irish literature, and literature as social commentary), students in grades 11 and 12 choose from among 11 electives offered in alternating years. Students who complete extra work may receive honors or advanced placement credit in these courses. (JL)

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OAK KNOLL SCHOOL

ENGLISH CURRICULUM

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OAK KNOLL SCHOOL OF THE HOLY CHILD JESUS

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Approved and accredited by the State of New Jersey and the Middle States Association of Secondary Schools as a secondary school for girls.

Oak Knoll Upper School (Grades 7-12) enrolls 235 girls in its college preparatory program. The school is located on a wooded campus in the northeastern New Jersey city of Summit, population 23,000. Excellent public transportation and the school's van service make the school accessible to students from 50 surrounding suburban communities. With its fine public school system and three independent schools in town, Summit is in an area which values education.

Founded in 1924 by the Sisters of the Holy Child, Oak Knoll believes in providing a supportive educational environment that nurtures personal development and academic achievement. The foundress of Holy Child education, Cornelia Connelly, inspired her teachers to "meet the wants of the age."

A faculty of 30 religious and lay teachers, 60 % with master's degrees, staff the Upper School. The program of studies includes an accelerated math-science program, honors and advanced placement work. Recent additions to the curriculum include an innovative Writing Center, a program in computer science, courses in advanced chemistry and biology, bio-ethics, media and film studies. The interdepartmental programs in American and Global studies integrate humanities courses in the junior and senior year.

SEVENTH GRADE ENGLISH

The seventh grade English program encourages students to interact with and grow through language. In literature, a thematic unit on the Family is followed by a study of literary genres--the short story, the novel, poetry and folk literature. Among the authors read are Dickens, Irving, London, Twain, Saroyan and Buck. In composition, assignments ranging from the paragraph to the longer essay are related to class readings with correct spelling and diction stressed. In grammar, units on the sentence, parts of speech and punctuation are completed and supplemented by a required weekly class in the Language Skills Center.

UNIT I - THE FAMILY

OVERVIEW/RATIONALE

This unit encourages students to read about a subject in which they have a natural interest: the family. The Unit recognizes the many dimensions of a student's experience and helps her to place the experience of reading within the larger framework of her life. The unit provides a purposeful context in which students learn the skills of literature. Growth of vocabulary, understanding of writers' techniques, sharpening of analytic ability, familiarity with a variety of literary forms - these occur as a natural outgrowth of the books, stories, poems, and articles students are reading.

READING

Students will demonstrate reading comprehension skills by completing the readings, discussing them, testing on them and writing about them,

> Family - anthology containing short stories, poems, essays, magazine articles and plays.
>
> Summer of My German Soldier - novel by Bette Green
>
> Independent reading of novels including Cheaper by the Dozen (Gilbreth), Anne Frank: The Diary of a Young Girl, Edgar Allen (Neufeld), The Pearl (Steinbeck), The Red Pony (Steinbeck), Ordinary People (Guest), Little Women (Alcott), Jane Eyre (Bronte), Little Britches (Moody), A Tree Grows in Brooklyn (Smith)

WRITING

Students will write several papers inspired by and responding to the literature. In these papers students will demonstrate that they can apply the principles of grammar, usage, mechanics, diction and spelling and that they are aware of purpose and audience.

Interview/report writing will demonstrate the student's ability first to interview younger children and adults to ascertain their respective opinions on family issues, to take notes accurately and, finally, to report objectively the findings.

Narrative writing will demonstrate the student's ability to sustain, in chronological order, a story line about a family adventure and a family tradition.

Persuasive writing will demonstrate the student's ability to give evidence to convince the reader of her point of view about characters encountered in the reading.

Expository/analytic writing will demonstrate the student's ability to discuss ideas by using (1) an introduction stating theme (2) supporting paragraphs developing ideas through reason, examples and details (3) a conclusion giving a sense of completeness.

SPEAKING

Students will demonstrate oral skills in several activities:

- Conducting interviews
- Participating in dramatic skits
- Memorizing and performing in a television drama before cameras
- Presenting an oral book report
  - maintaining composure and good posture, establishing eye contact, using notecards, projecting and pronouncing well, staying on the topic and holding the audience's attention.
- Reading one's own written work aloud
- Participating in large group teacher-led discussions
- Participating in small group student-led discussions

LISTENING

Students will demonstrate listening ability in several ways:

- Taking useful notes during interviews
- Taking useful notes from teacher presentations
- Providing helpful feedback during oral reports
- Responding appropriately to daily directions for assignments

UNIT II - A CHRISTMAS CAROL

OVERVIEW/RATIONALE

This unit is a brief holiday interlude which exposes students to classic literature of another time and place: mid-nineteenth century London.

READING

Students will demonstrate reading comprehension skills by completing the unabridged version of A Christmas Carol by Dickens, discussing it, testing on it and writing about it. Vocabulary study will include ascertaining the meanings of words in context and choosing the appropriate dictionary definition.

WRITING

Expository/Analytic writing will demonstrate the student's ability to discuss the metamorphosis of Scrooge in a composition including an introduction, a supporting body and a conclusion.

SPEAKING

Students will demonstrate their oral and dramatic skills by presenting a dramatized version of the story for the school.

LISTENING

Students will demonstrate listening ability by hearing and responding to the recording of the first two stories.

UNIT III - THE SHORT STORY

OVERVIEW/RATIONALE

The short story allows students to deal in depth with a wide range of elements in literature. This unit expands the student's knowledge of plot, conflict, character, point of view and theme. It enables the student to examine and evaluate the characters in relation to her own values and to relate the theme of the story to her own experience and the universal experience.

READING

Students will demonstrate reading comprehension skills by completing the readings, discussing them, testing on them and writing about them.

"Bargain" (Guthrie), "A Country Tale" (de Maupassant), "The Parsley Garden" (Saroyan), "A Field of Rice" (Buck), "The Duke's Children" (O'Connor), "To Build a Fire" (London)

Independent reading of a collection of short stories by one author including O.Henry, Poe,de Maupassant, London, Irving and Saroyan.

WRITING

Persuasive writing will demonstrate the student's ability to convince the reader of her point of view about characters and events encountered in the short stories.

Descriptive writing will demonstrate the student's ability to capture a present situation by discussing in writing a conflict in her own life.

Long Expository/Analytic paper will demonstrate the student's ability to analyze one self-selected short story in-depth focusing on the plot, the setting, the characters, the conflicts and the theme.

SPEAKING

Students will demonstrate oral skills in several activities:

Participation in an informal debate
Participation in small group dramatic skits
Reading one's own written work out loud
Participation in large group, teacher-led discussion
Participation in small group, student-led discussion

LISTENING

Students will demonstrate listening ability in several ways:

Responding to a videotape of O.Henry's "The Thanksgiving Gentleman"
Responding to the movie To Build a Fire
Testing on the record of O.Henry's "After Twenty Years" and Saroyan's "The Parsley Garden".

UNIT IV - JOHNNY TREMAIN

OVERVIEW/RATIONALE

Following the Short Story Unit, this unit applies the student's knowledge of plot, setting, conflict, character and theme and introduces the literary element of the symbol and the genre of historical fiction. It enables the student to follow the growing pains of an adolescent involved both in emotional conflicts similar to their own and in political conflicts echoing problems today.

READING

Students will demonstrate reading comprehension skills by completing the novel Johnny Tremain by Esther Forbes and by reading and taking notes on non-fiction resource materials dealing with Pre-Revolutionary War New England.

WRITING

Summarizing writing will demonstrate the student's ability to summarize research information onto notecards.

Journalistic writing will demonstrate the student's ability to present researched information in a news article to be included in a class newspaper.

Expository/Analytic writing will demonstrate the student's ability to analyze a character in a novel by selecting relevant details and examples and organizing them into a five-paragraph essay.

SPEAKING

Students will demonstrate oral skills in several activities:

Presentation of an oral report on a historical character from the novel
Participation in large-group teacher-led discussions
Reading one's own written work out loud

LISTENING

Students will demonstrate listening ability by giving helpful feedback after oral presentations.

UNIT V - FOLK LITERATURE

OVERVIEW/RATIONALE

This unit actively involves students in the rich diversity of the folk experience. The anthology includes traditional tales, songs, fables and anecdotes providing students with an experience of world folklore which they can go out from to investigate the folk aspects of their own lives.

READING

Students will demonstrate reading comprehension skills by completing the readings, discussing them, testing on them and writing about them.

Tales, Talk and Tomfoolery (a folklore anthology), "The Jumping Frog of Calaveras County" (Twain), "The Legend of Sleepy Hollow"(Irving), Tom Sawyer (Twain)

WRITING

Creative writing will demonstrate the student's ability to write limericks, parodies, anecdotes, fables and tales.

Narrative writing will demonstrate the student's ability to write a long, original tale incorporating folk elements.

Compare/Contrast writing will demonstrate the student's ability to compare and contrast two characters from "The Legend of Sleepy Hollow"

Interview/Report writing will demonstrate the student's ability to both interview school children and to report the findings in an organized report.

SPEAKING

Students will demonstrate oral skills in several activities:

Interviewing younger school children
Reciting group created oral tale
Reading aloud one's own written work

LISTENING

Students will demonstrate listening ability in several ways:

Responding to folk tale movies
Testing on a recording of "The Jumping Frog of Calaveras County"
Taking helpful notes from interviews

UNIT VI - POETRY

OVERVIEW/RATIONALE

Greater understanding about poetry will develop when students are asked to perform as poets do: to think up subjects for poems and to try forming words into patterns so that the words take on special rhythms and emphasis. Students get at the meaning of poems by dealing with rhetorical, linguistic and formal problems.

READING

Students will demonstrate reading comprehension skills by reading and responding to the poems found in the anthology Reflections on a Gift of Watermelon Pickle and Other Modern Verse.

WRITING

Students will demonstrate their facility in playing with words, creating form and creating a variety of speakers by writing many poems.

SPEAKING

Students will demonstrate oral skills in several activities:

Reading poems to peer writing groups for helpful feedback
Participating in small group task forces to prepare literary magazines

LISTENING

Students will demonstrate listening ability by collaborating in small group projects.

LETTER WRITING UNIT

Interspersed throughout the six literature units, a letter-writing project engages our students and students from a local junior high in an exchange of letters on a variety of topics including a description of their family, holiday adventure, book reviews, movie reviews and personal reactions to events in their lives. Each time a student prepares a letter she is engaged in the full composing process including pre-writing activities, peer group evaluation, rewriting and editing.

LANGUAGE SKILLS UNITS

Students complete seven language skills chapters from the Harcourt Brace Jovanovich series English Workshop: First Course: The Sentence, Building with Prepositional Phrases, Commas are for Clarity, Understanding Capital Letters, A Verb Agrees with its Subject, Getting Your Pronouns Straight, Apostrophes and Quotation Marks.

LANGUAGE SKILLS CENTER

Students spend one class period a week in "Grammar Center" where they work individually on language skills packets progressing at their own rate. The average seventh grader completes the following units: The Sentence (headwords, direct objects, linking-verb complements, word order), Sentence Patterns (functions, two basic sentence patterns linking-verb patterns), and Expanding Sentences (modifying function, word-group modifiers, building sentences with modifiers and coordinators).

SEVENTH AND EIGHTH GRADE DEVELOPMENTAL READING

OVERVIEW/RATIONALE

This year-long course is designed for students who need additional reinforcement in basic reading skills and in vocabulary enrichment. The reading selections from social studies, science, and literature, while geared to the students' ability, also challenge their potential.

Diagnosis, remediation, and continual evaluation are made through a variety of exercises testing comprehension, reading rate, and listening skills. Paced to challenge the students both in skills and in inquiry, the course enables them to read more confidently for educational and leisure time purposes.

READING:

Students will demonstrate:

Comprehension Skills by their ability to:

- -recognize the main idea and subordinating details
- -arrange ideas in sequence
- -draw conclusions
- -recognize context clues
- -distinguish cause-effect relationships
- -understand figurative language
- -interpret the author's intent
- -distinguish fact from opinion
- -locate answers
- -follow directions

Oral Reading Skills by their ability to:

- -read aloud accurately and intelligently from a
  - selection shared by the class
  - selection unfamiliar to the class
- -maintain audience attention by their rendition

Retention Skills by their ability to:

- -respond to questions after an oral or shared reading
- -formulate individual questions
- -sum up the main points

VOCABULARY ENRICHMENT:

Students will improve their vocabulary by:

-planned encountering of new words in specially chosen reading selections
-frequent use of new words in prepared and in original sentences
-reinforcement through a variety of exercises (matching, puzzles, choices, etc.)
-practice with antonyms, synonyms, analogies
-correctly spelling target words
-word building with roots, prefixes, suffixes

ASSORTED SKILLS:

Students will demonstrate their ability to:

-use the dictionary effectively
-become familiar with reference aids
-understand graphs, tables, charts, and schedules

TEXTS:

Grade 7

Word Skill (Bk. 1) by Coomber, Peet, Glatthorn
SRA 1979 edition

Reading for the Real World - Level 2
Merrill Publication 1980

Grade 8

Word Skill (Bk. 3) by Coomber, Peet, Glatthorn
SRA 1979 edition

New Modern Reading Skilltext - Book 3
Merrill Publication 1966 ed.

Reading for Comprehension - Book 1
Cambridge Book Co. 1977

EIGHTH GRADE ENGLISH

The eighth grade English program integrates writing and grammar skills with literature units. A unit in creative drama gives students varied experience with dramatic literature and activities including the reading of several plays, improvisation and script writing. This is followed by a unit on research skills using "fortune-telling" materials and a comparative study of two novels. The final literature section is centered around the theme of courage including an anthology of varied readings, a biography and a novel of the student's choice.

During the year, specific selections read are Twelve Angry Men, The Miracle Worker, A Raisin in the Sun, Animal Farm, The Old Man and the Sea, in addition to outside readings. Creative and expository writing assignments are based on literature selections. Units in grammar from Warriner's English Workshop include the clause, fragments, run-ons, punctuation and usage. To supplement grammar work, students are required to meet weekly in the Language Skills Center.

UNIT I - DRAMA

OVERVIEW/RATIONALE

This unit is designed to give students intense and varied experiences with dramatic literature and dramatic activities. Its objectives are to help students achieve a personal understanding of drama as a form of artistic expression and to develop the reading skills essential to the imaginative comprehension of dramatic literature. It focuses on conflict so easily identifiable in the students' own lives and in the world around them.

READING

Students will demonstrate reading comprehension skills by completing the readings, discussing them, testing on them and writing about them.

Four Plays from Voice (Scholastic Book Services)
Drama: Student Handbook (Scholastic Book Services)
Twelve Angry Men - Reginald Rose
The Miracle Worker - William Gibson
A Raisin in the Sun - Lorraine Hansberry
Independent readings (plays)

WRITING

Students will write several papers inspired by and responding to the literature. In these papers, students will demonstrate their knowledge of grammar and correct usage.

Narrative writing will demonstrate the student's ability to comprehend elements of drama by writing alternate endings to a play.

Persuasive writing will demonstrate the student's ability to give evidence so as to convince the reader if her point of view about characters encountered in her reading.

Script writing will demonstrate the student's ability to understand basic components of drama and to put those components into practice.

Expository/Analytic writing will demonstrate student's ability to discuss ideas about the concept of conflict in drama and support these ideas by reasons and examples.

SPEAKING

Students will demonstrate oral skills in several activities:

Improvising activities

acting out play scripts

presenting oral reports, having discussed and "acted out" criteria before hand

reading essays aloud in class

editing of students' papers in small groups

participating in large group teacher-led discussions

participating in small group student-led discussions

LISTENING

Students will demonstrate listening ability in several ways:

taking useful notes from teacher presentations

providing helpful feedback after oral reports, discussions, editing sessions, etc.

responding appropriately to daily classroom directions

responding to film

UNIT II - "FORTUNE-TELLING UNIT"

OVERVIEW/RATIONALE

This brief unit is a semi-serious approach to "fortune-telling" by way of astrology, numerology, palmistry and graphology. It employs the use of research skills, techniques in gathering data from a number of sources.

READING

Students will demonstrate reading comprehension skills by reading The Fortune Teller's Notebook and writing the exercises that follow it using materials provided.

WRITING

Narrative writing will demonstrate student's ability to chronicle "a day in the life of a person whose character has been outlined by various activities in the unit."

Persuasive writing will demonstrate student's ability to give evidence to convince reader about changing of "Zodiac" sign.

SPEAKING

Students will demonstrate their oral and dramatic skills in several activities:

Presenting the benefits of their Zodiac sign by speeches, taped commercials, multimedia presentations, etc.

Participating in presentation of a poem written about a "fictional" character.

Reading aloud of "Chronicles"

LISTENING

Students will demonstrate listening ability in several ways:

Responding to other students in group project work on the above activities

Listening to and evaluating students' presentation of the above

UNIT III - THE NOVEL

OVERVIEW/RATIONALE

This unit in the novel enables the students to expand knowledge of critical literary terms taught in the unit on drama, as well as to introduct those peculiar to the study of the novel. It also enables them to compare and contrast two works in the same genre. Further, it reminds the students of the political and social situations of their own world.

READING

Students will demonstrate reading comprehension skills by completing the novels discussing them, testing on them and writing about them.

Animal Farm - George Orwell

The Old Man and the Sea - Ernest Hemingway

Independent readings (novels)

WRITING

Creative writing will demonstrate the student's ability to write an anecdote based on one of the characters from Animal Farm.

Summarizing writing will demonstrate the ability to write a precis of The Old Man and the Sea.

Compare/Contrast writing will demonstrate the student's ability to compare and contrast two novels.

SPEAKING

Students will demonstrate oral skills in several activities:

participation in large group teacher-led discussions

participation in small group student-led discussions

presentation of individual and group murals based on Animal Farm

LISTENING

Students will demonstrate listening ability in several ways:

responding to an animated film version of Animal Farm

responding to a filmstrip on Ernest Hemingway, preparatory to reading of a novel

UNIT IV - COURAGE

This final unit is, in a sense, a summation of the year's work. The anthology used includes short stories, plays, poems and essays. This is supplemented by the students' reading of a biography and novel independently, in addition to library research on a "person of courage". The course is an attempt to make courage come alive for the students and to present practical situations with which they can identify.

READING

Students will demonstrate reading comprehension skills by completing the readings, discussing them, testing on them and writing about them.

Courage: an Anthology (Scholastic Book Services)

Courage: Student Log (Scholastic Book Services)

Independent reading of a biography and novel

Research reading in library on a person of courage

WRITING

Summarizing writing will demonstrate the student's ability to summarize research information.

Journalistic writing will demonstrate the student's ability to do assignments in student log book.

Interview/Report writing will demonstrate the student's ability to interview one another about "person of courage" and prepare material for video-taping.

Creative writing will demonstrate the student's ability to devise a "quiz show" program about their novel on a "person of courage".

Compare/contrast writing will demonstrate student's ability to analyze aspects of courage in individual novels read and relate to the anthology.

SPEAKING

Students will demonstrate oral skills in several activities:

presentation of an oral report on a "person of courage" based on research

participation in video-taped interviews based on biography read

participation in large group teacher-led discussions

reading one's own work aloud

participation in skits based on novels read independently

LISTENING

Students will demonstrate listening ability in several ways:

giving feedback after oral presentations

taking notes on interviews

responding to films "Solo" and "The Cay"

responding to filmstrips on "Courage"

LANGUAGE SKILLS UNITS

Students complete seven language skills chapters from English Workshop; Second Course: Clauses, punctuation, fragments and run-ons, capitalization, pronouns, subject-verb agreement.

LANGUAGE SKILLS CENTER

Students spend one class period a week in "Grammar Center" where they work individually on language skills packets, progressing at their own rate. The average eighth grader completes the following units: Basic Sentence Patterns, including the double complement, expansion of sentences and transformations; Developing the Sentence, including coordination and subordination; and Function Words, including prepositions, coordinators, subordinates, pronouns, auxiliaries and determinera.

NINTH GRADE ENGLISH - WORLD OF THE PAST - QUARTERLY COURSE

OVERVIEW/RATIONALE

This course is designed to awaken in young people an awareness of the rich history of ideas and ideals that are their heritage. Its aim is to help them to see and to understand themselves in the context of history through a study of literary classics, literary figures and makers of literature. They are helped to see the joys and the struggles of reading, writing, listening and speaking and are made aware of their own obligation to keep the history of civilization alive by studying to know it, to appreciate it and even eventually to enrich it with their own creative contributions as audience, critics, authors, illustrators.

EPIC - ODYSSEY - Homer (Fitzgerald trans.)

READING

Students are required to do a close reading of the entire text. Special attention is focused on setting, character development, narrative flow and literary devices. Class discussions, tests, homework and in-class essays are methods used to evaluate comprehension and insight.

WRITING

Students keep notebooks (according to a pre-arranged format) summarizing and commenting on the action, character development, narrative flow, literary devices and structure of each book.

Students write their own set of modern, original epithets

Students write creative and analytic papers

LISTENING

Students are required to take lecture notes.

Students listen to and evaluate one another during sessions of oral reading of the epic.

Students view audio-visual presentations and are required to take notes on these.

SPEAKING

Students memorize brief passages for recitation.

Students read passages orally.

Students present oral reports.

Students participate in small and large group discussions.

LITERARY TYPE

Students are led:

to see the work as an adventure story and didactic work

to know the traditions and conventions of the epic form

to know some of the many translations of this epic

to recognize The Odyssey as a work which has inspired many other literary works (e.g. "Ulysses" by Tennyson; Ulysses by Joyce; Space Odyssey 2001)

to do research in mythology

to know about the making of The Odyssey: author versus authors, bards, troubadours, minstrels scops

ULTIMATE AIM

All of the work on The Odyssey is meant to help the students to appreciate their efforts to know a class and to be proud of their achievement in reading an entire work of such length, depth and breadth of value. A Greek festival ends the unit on The Odyssey after extra research into Greek customs, traditions, styles, architecture, trade.

NOVEL - GREAT EXPECTATIONS - Dickens

READING

Students are expected to read the entire novel. Dicken's style is examined with particular attention to sentence structure, vocabulary, plot development and characterization. Brief reading quizzes, essays, tests and frequent discussion all test reading skills and comprehension.

WRITING

Students keep notebooks summarizing the plot chapter by chapter.

Students respond to the themes and characters in the novel by creative and analytic essays.

Students make vocabulary lists which are compiled into a class list. These new words are used in various compositions.

LISTENING

Students take notes on lectures and audio visual presentations.

Students are exposed to the Victorian art of oral reading by listening to one another reading excerpts from the novel.

Students participate in small and large group discussions.

Students present scenes from the novel and the class acts as audience.

SPEAKING

Students prepare a researched paper/project for presentation to the class for its evaluation.

Students and teacher read portions of the book aloud.

LITERARY TYPE

Students are introduced to definitions of the novel and a brief history of the Victorian novel.

Students are expected to be able to use various literary terms correctly: type of novel, voice in novel, character, plot, setting, mood, tone, foreshadowing, symbol, conflict, antagonist, protagonist.

ULTIMATE AIM

Students are helped to appreciate different eras and cultures by examining differences in Victorian and Modern entertainment, customs, family life, traditions. In a written, oral, or visual presentation, they are expected to portray any person, place, event, in Great Expectations drawing a comparison/contrast with themselves, their neighbors, their own times.

DRAMA - ROMEO AND JULIET - Shakespeare

READING

Students are expected to read the lengthy introduction to the play in the Folger Edition absorbing important facts about - author, history, production. An objective test evaluates learning. Students read the entire play in class, listening to a recording and re-read closely at home without the recording.

WRITING

Students are required to paraphrase (translate) sections of the play.

Students write character sketches giving textual evidence to support characterization.

Students respond creatively in various composition forms (essay, poetry, letter, newspaper article, criticism) to the plot, character, theme of the play.

Students keep journals writing in them daily in class. They are evaluated at various times for development of style, correct usage and deepening of insight into self, current events and issues.

LISTENING

Students take lecture notes.

Students listen to the complete recording of the play.

Students view audio-visuals on Shakespeare's Theater and his tragedies and are required to keep notes.

SPEAKING

Students memorize and recite lines from the play.

Students enact brief scenes (test-in-hand).

Students read their own compositions to the class and discuss them.

Students engage in small and large group discussions.

LITERARY TYPE

Students are expected to learn of and to recognize:

blank verse

conventions of Shakespeare's stage

aspects of Elizabethan tragedy compared and contrasted with classical and modern tragedy

some Elizabethan vocabulary variences from modern vocabulary

ULTIMATE AIM

Students are led to appreciate the genius of Shakespeare, his prolific productivity, his artistry, his timelessness. When possible students attend a Shakespearean production or view a video-tape to encourage the growth of this appreciation.

NINTH GRADE ENGLISH - POETRY - QUARTERLY COURSE

OVERVIEW/RATIONALE

This quarterly course is designed to immerse the student in the world of poetry. Students will read, write and analyze modern poetry. While the reading and analysis of poetry will introduce the student to the great contemporary poets, and will acquaint the student with poetic language and terms, the writing of poetry will allow the student to work as a poet who lives the process of writing poems.

READING

Students will demonstrate their ability to understand poetry by reading, discussing and analyzing poems.

For Poets (Poetry 2) - Scholastic Literature Anthology

Search the Silence and Poetry USA - collections of contempory poetry

Independent reading of a book of poetry by one poet including Cummings, Dickenson, Frost, Giovanni, Hopkins, Hughes, Lindsay, Masters, Milley, Moore, Plath, Poe, Sandburg, Teasdale, Whitman, Williams

WRITING

Students will write poems of many types, short analytic papers and a longer researched paper. Students will demonstrate they can apply the principles of mechanics, usage, grammar, diction and spelling.

Poetry writing will demonstrate the student's understanding of:

1. the importance of surprise and ambiguity
2. the effect of typography, visual arrangement and line breaks
3. the value of selecting language with precision
4. the value of imagery and figures of speech
5. the power of observation, perception and sensitivity to sense impressions

Students will write found poetry, concrete poetry, poetry inspired by the world of the senses and by fantasy and poetry focusing on the speaker.

Expository/Analytic writing will demonstrate the student's ability to analyze contempory poems by discussing the content, the form and the poetic devices employed including sound devices (rhyme, alliteration, assonance and onomatopoeia); rhythm (scansion of iambic, trochaic, anapestic and dactylic meters); imagery (simile, metaphor, personification, apostrophe); form (blank verse, free verse, couplet, quatrain, sonnet); and type (narrative, lyric and dramatic).

SPEAKING

Students will demonstrate oral skills in several activities:

memorizing and reciting a self-selected poem

preparing and presenting a musical/slide show inspired by a poem and accompanied by a reading of the poem

sharing original poetry aloud

collaborating in a small group whose purpose is to produce a literary magazine including poems written by members of the group.

LISTENING

Students will demonstrate listening skills in several activities:

taking useful notes on a filmstrip program reviewing poetic terms

giving written feedback on the slide presentations

collaborating in a small group working to produce a literary magazine

responding appropriately to daily directions for assignments

NINTH GRADE ENGLISH - SHORT STORY - QUARTERLY COURSE

OVERVIEW/RATIONALE

The study of the short story will enable students to examine short works by superior contemporary writers, to study, in-depth, literary techniques and to explore their own personal values while reflecting on the works of the contemporary greats. The literary techniques to be studied include plot, conflict, setting, characterization, point of view, theme, tone and symbolism.

READING

Students will demonstrate their ability to comprehend short stories by reading, discussing, testing on and writing about contemporary short works selected from several anthologies.

Faulkner's "Barn Burning"
Porter's "The Jilting of Granny Weatherall"
Lardner's "I Can't Breathe"
Parker's "The Waltz"
O'Connor's "First Confession"
Berrault's "The Stone Boy"
Jackson's "The Lottery"
Updike's "A&P"
Cheever's "The Five Forty Eight"
Malamud's "Angel Levine"
Steinbech's "The Chrysanthemums"
Joyce's "Ivy Day in the Committee Room"

WRITING

Students will write often in response to the literature. In their papers, students will demonstrate that they can apply the principles of grammar, usage, mechanics, diction and spelling and that they are aware of purpose and audience.

Narrative writing will demonstrate:

1. the students' ability to select appropriate details from a day in their life and create a story about loneliness, confusion, excitement or humor

2. the students' ability to rewrite parts of a short story told from another point of view making the appropriate vocabulary and detail changes

3. the students' ability to create a short story dealing with a conflict between characters, within a character or between a character and an abstract force

4. the students' ability to maintain an author's style and language by writing an alternative ending to a short story

Expository/Analytic writing will demonstrate:

1. the students' ability to analyze the use of symbols and themes in selected short stories

2. the students' ability to analyze and compare several short stories written by the same author

Descriptive writing will demonstrate:

1. the students' ability to enlarge on characters and settings briefly described in short stories

2. the students' ability to create a setting which evokes a sustained mood

Personal essay writing will demonstrate the students' ability to relate themes from short stories to their own lives.

Compare/Contrast writing will demonstrate the students' ability to compare and contrast themes, characters and language from several short stories.

SPEAKING

Students will demonstrate oral skills in several activities:

dramatizing scenes from short stories

role-playing situations inspired by short stories

summarizing plot sequences and details

reading aloud students' own written work

participating in peer writing groups

participating in large-group teacher-led discussions

participating in small-group student-led discussions

LISTENING

Students will demonstrate listening skills in several activities:

taking useful and appropriate notes on the filmstrip/lecture How to Read and Understand Short Fiction

taking useful and appropriate notes from teacher lectures on literary devices

discussing, after viewing several short films, how film writers adapt short stories into a new form - the dramatic film

NINTH GRADE ENGLISH--World of the Future--Quarterly Course

OVERVIEW/RATIONALE

This quarterly course is designed to introduce the world of tomorrow to young people who must become accustomed to change. The best way for them to survive the rapid changes that bombard us all is to consider how these changes will affect values and life styles so that they can make rational decisions about the kind of future they want. Questions to be discussed include: What if world population continues to grow at its present rate? What if in this already complex and confusing technological world, our technology and electronics become even more complex? What if humankind is unable to reslove international disagreements through diplomacy? Who will travel in space? What will we find there? Intelligent life? How will we react? How much control do we have over our personal future?

READING
Students will demonstrate reading comprehension skills by completing the readings of the course materials, discussing them, testing on them and writing about them.

Tomorrow-anthology containing short stories, poems, essays magazine articles and plays
Childhood's End- novel by A.C. Clarke
Martian Chronicles- novel by R. Bradbury
Independent reading including On the Beach (Shute), I, Robot (Asimov), Planet of the Apes (Boulle), My Petition for More Space (Hershey), Alas, Babylon (Frank) and 2001-A Space Odyssey (Clarke)

WRITING
Students will write several short papers inspired by and responding to the literature. In these papers students will demonstrate that they canapply the principles of grammar, usage, mechanics,diction and spelling,and that they are aware of purpose and audience.

Expository/analytic writing will demonstrate the student's ability to discuss ideas by using (1)an introduction stating theme (2)supporting paragraphs developing ideas through reason, examples and details (3)a conclusion giving a sense of completeness.

Descriptive writing will demonstrate the student's ability to use vocabulary to evoke moods and make objects and places come alive.

Narrative writing will demonstrate the student's ability to sustain a story line in chronological order and to create believable characters.

SPEAKING
Students will demonstrate oral skills in several activities.

Participation in large group, teacher-led discussions
Participation in small group, student-led discussions
Participation in panel discussions

LISTENING

Students will demonstrate listening ability in several ways.

Discussing and summarizing the main points of the movie *Future Shock* and the record *War of the Worlds*

Taking useful notes on a lecture dealing with Greek and Latin word roots

Responding appropriately to daily directions for assignments

10th GRADE ENGLISH - LITERATURE OF THE IMAGINATION - SEMESTER COURSE

OVERVIEW/RATIONALE

This semester course is designed to immerse the student in the world of the imagination. By studying classical works of both past and present, the student comes to grips with the question of the imagination, so important to the understanding of ordinary reality.

READING

Students will demonstrate reading comprehension skills by completing the readings of the course materials, discussing them, testing them and writing about them.

The Turn of the Screw - Henry James
Alice's Adventure in Wonderland - Lewis Carroll
A Midsummer Night's Dream - William Shakespeare
Great Tales and Poems of Edgar Allan Poe
The Picture of Dorian Gray - Oscar Wilde
Lord of the Flies - William Golding

WRITING

Students will write several papers inspired by and responding to the literature. Mechanics and use of a personal style are stressed.

Narrative writing will demonstrate the student's ability to write a Gothic tale, using Gothic conventions, and to rewrite the ending of The Picture of Dorian Gray.

Creative writing will demonstrate the student's ability to write a parody of a poem in the style of Lewis Carroll.

Summary writing will demonstrate the student's ability to write a paraphrase of a speech from the play A Midsummer Night's Dream.

Compare/contrast writing will demonstrate the student's ability to compare and contrast several stories of Edgar Allan Poe.

Expository/Analytic writing will demonstrate the student's ability to discuss meanings of the symbols used in Lord of the Flies.

SPEAKING

Students will demonstrate oral skills in several activities:

participation in large group, teacher-led discussions
participation in small group, student-led discussions
presentation of projects on Edgar Allan Poe

presentation of reports from Art and Man Magazine on "Satire"

presentation of research papers

LISTENING

Students will demonstrate listening ability in several ways:

responding to film The Innocents, based on James' The Turn of the Screw

responding to filmstrips on Shakespearean theater and Shakespearean comedy

listening to record of A Midsummer Night's Dream

responding to video tape of Poe's story, "The Tell-Tale Heart"

RESEARCH PAPER

At the end of their sophomore year, the students are given intensive instruction in formal research, using Ten Steps in Writing the Research Paper. After the papers are written, they are presented to the class.

HONORS

Students who have met department requirements to pursue an honors course are expected to read additional works and to present findings to the class. Essays on readings are required, as well as oral presentations. The required research paper will require greater depth.

TENTH GRADE - HISTORICAL LITERATURE - SEMESTER COURSE

OVERVIEW/RATIONALE

This semester course is designed to awaken in students an awareness that the stuff of literature is life. By studying literature born out of facts, the student is led to appreciate both fact and fiction; to know how authors lead readers to deeper insights into "the truth of the matter." The author of fiction helps the reader, distanced from the time and place of the historical events, to experience and understand them. The writers' craft is carefully studied.

READING

Students demonstrate reading comprehension skills by completing the readings of course materials, discussing them, being tested on them and writing about them. Students also read critical essays about the works as well as historical essays about the times in which and about which the various works were written.

Drama: Julius Caesar, All My Sons, Caine Mutiny Court Martial, Mr. Roberts

Novel: Tale of Two Cities, April Morning

Poetry: War Poetry culled from all eras. Students are sent in search of these poems in various anthologies, magazines; thus developing search and research skills. Other themes/topics emerge according to class interest and are pursued through examination of poems on peace, work, suffering.

WRITING

Students write several short papers inspired by the readings. Mechanics of writing and development of personal style are stressed.

Students write explications of poems, examine and write about the structure of plays and of novels.

Students keep a daily journal and are given time during class to reflect and write. It is evaluated for growth in correct usage, development of personal style and depth of insight into self, issues and current events.

LISTENING

Students view films and filmstrips and listen to recordings of plays and poems and are required to make careful notes on these.

Students further develop listening skills in class and small group discussions.

SPEAKING

Students memorize and recite speeches from Julius Caesar.

Students enact scenes from All My Sons.

Students read and analyze orally the poems they have researched.

Students defend position papers they have written and read to the class.

LITERARY TYPE

Students are expected to demonstrate growing ability in recognizing, analyzing and using various literary terms dealing with:

drama - exposition, rising action, climax, denouement, resolution and various terms related to stage directions

novel - plot, character, setting, theme, mood, tone, atmosphere, symbol, voice

poetry- figures of speech, figures of sound, imagery

RESEARCH PAPER

Students are expected to prepare, step by step, a research paper on literary topic of their choice. The importance of the process of research as well as the value of the end product is stressed. The papers are presented in class and defended before the students.

HONORS

Students who have met department requirements to pursue an honors course are expected to read additional works in each category (drama, novel, poetry) and to present finding to the class. Essays on readings are required as well as the oral presentations.

WRITER'S WORKSHOP - 11/12 ELECTIVE

OVERVIEW/RATIONALE

This course focuses on writing in the expressive, transactional and poetic modes (as categorized by James Britton). Students who are talented writers will be able to expand their repertoire of writing responses, receive group and teacher feedback and prepare pieces for publication. Students who are insecure writers will be able to practice writing in many modes, receive feedback and concentrate on the revising process of rewriting and editing. The teaching strategies include pre-writing activities, free writing, daily journals, drafts, timed writings, sensory exercises, peer writing groups and teacher-student conferences. Students will develop a sense of purpose, audience, focus, organization, voice and style.

READING

Students will read material as an inspiration or model for their own writing. In preparation for writing a profile, students will read a New Yorker profile. As inspiration for writing autobiographical pieces, students will read a book length autobiography, selected from one of the following Eisely's All the Strange Hours, Twain's Autobiography of Mark Twain, Life on the Mississippi, Hemingway's Moveable Feast, White's Letters of E. B. White, Pirsig's Zen and the Art of Motorcycle Maintenance, Thoreau's Walden, Hellman's Scoundrel Time, Pentimento, Angelou's I Know Why the Caged Bird Sings, Kazin's, Walker in the City, Neihardt's, Black Elk Speaks, McCarthy's, Memoirs of a Catholic Girlhood, Mead's, Blackberry Winter, Brown's Manchild in the Promised Land, Thomas' Down These Mean Streets, Yevtuschenko's Precocious Autobiography.

As a model for good writing students will read parts of Strunk and White's Elements of Style and take tests to demonstrate mastery of the advanced grammar, usage and mechanics.

WRITING

Students will write finished pieces for evaluation by teacher and for submission to local, state and national publications including a class magazine publishing the best pieces. Each finished piece will have been discussed, rewritten, submitted to a writer's group, revised and edited. Final pieces should evidence awareness of audience and purpose, focus, proper diction, personal voice, appropriate organization and acceptable grammar, usage and mechanics.

Autobiographical writing will include:

a. expanded single memory piece

b. daily journal writings capturing memories

c. poem modeled after Whitman's "A Child Went Forth"

d. memory piece inspired by photograph

e. memory piece based on journal entry

f. theme piece based on a recurring theme or event in student's life

g. anecdote of humorous family event

Descriptive writing will include:

a. factual description of a place

b. sensory description of a place

c. focused piece describing cherished object

d. anecdote inspired by extended listening in the school halls, cafeteria and library

e. pieces written from a variety of points of view

f. piece inspired by Thoreau's "Fabulous Realities"

Profile writing will include:

a. mini-profile based on in-class peer interviews

b. culminating extended profile of "important" person, focusing on theme, organization, voice and diction

SPEAKING

Students will demonstrate oral skills in several activities:

a. participation in formal, peer writing groups where structured feedback is elicited using Peter Elbow's techniques of pointing, summarizing, telling and showing

b. reading aloud finished pieces to writing group

c. conducting short interviews of fellow students and lengthy interviews of one person to be profiled

d. summarizing orally controlling idea and style of independent autobiography and New Yorker profile.

LISTENING

Students will demonstrate listening skills in several activities:

a. taking appropriate and useful notes during interviews

b. taking detailed notes on sounds heard after extended listening

period in school environment

c. taking detailed notes on dialog overheard in social situations outside school

HONORS WORK

Students will read all of Strunk and White's Elements of Style and a diction unit in Correct Writing and test on these units.

Students, imitating James Boswell, will complete a profile on a student or family member after five days of intensive observation.

Students will create a short story following a model presented in the Scholastic Composition 6 book.

Students will create a packet of poetry inspired by poems selected and explicated by Keneth Koch in Scholastic's Literary Calvacade magazine.

ALIENATION 11/12 ELECTIVE

OVERVIEW/RATIONALE

The Twentieth Century is a time of breakdown; most of the old permanences are gone: insoluable marriages, social stability, ability to communicate, reasonability of man. Camus, Sartre, Kafka, Beckett, The Surrealists, The Dadaists--these are the visionaries who exposed the realities of an absurd and confusing world. A humanities approach to the theme of alienation permits students to view the artist's, musician's, theologian's, poet's, playwright's, and novelist's varied responses to a disorienting world and to relate the theme to their own personal world.

READING

Students will identify the theme of alienation by completing the following readings:

Camus' "The Myth of Sisyphus"
Sartre's "The Wall"
Beckett's Waiting for Godot
Individual readings include The Metamorphosis (Kafka), The Plague (Camus), Dangling Man (Bellow), The Boxman (Abé), Miss Lonelyhearts, The Day of the Locust (West), The Bell Jar (Plath), No Exit (Sartre), The Birthday Party (Pinter), The Loneliness of the Long Distance Runner (Sillitoe), "The Lesson" (Ionesco).

WRITING

Students will write essays inspired by and responding to the literature. These compositions will demonstrate the students' ability to apply the principles of organization, clarity, purpose, audience, grammar, usage, mechanics, diction and spelling.

Expressive writing will demonstrate the student's ability to express her personal feelings of alienation and her ability to "free write" about characters in literature to help explore and discover in preparation for formal essays.

Poetry writing will demonstrate the student's ability to create poems on the theme of alienation inspired by Magritte's paintings and by the movie The Loneliness of the Long Distance Runner.

Narrative writing will demonstrate the student's ability to comprehend plot, theme, tone and point of view of "The Wall" by writing a sequel to this story.

Summarizing writing will demonstrate the student's ability to write précis of scenes from Waiting for Godot.

Analytic writing will demonstrate the student's ability to critique other students' essays by writing correspondences.

Expository/Analytic writing will demonstrate the student's ability to write an organized, supported essay on a self-selected topic from The Stranger.

Expository/Analytic writing will demonstrate the student's ability to write under time pressure on a teacher-selected topic from Waiting for Godot.

Expository/Analytic writing will demonstrate the student's ability to identify and analyze independently the use of the theme of alienation in a self-selected book.

Research/Report writing will demonstrate the student's ability to research Dadaism and Surrealism and report findings in a written report.

LISTENING

Students will demonstrate listening ability in several ways:

taking accurate and useful notes on a sound/slide lecture discussing Freud and Darwin and writing a summary

taking accurate and useful notes from a teacher lecture on existentialism.

discussing the main ideas found in a sound filmstrip program about Albert Camus

completing a study guide in writing after viewing the slide/lecture No Man is an Island

discussing major issues evoked by the feature film The Loneliness of the Long Distance Runner

completing a written study guide in response to the recorded music of Edgar Varèse, Arnold Schoenberg, John Cage and Anton Webern

SPEAKING

Students will demonstrate oral skills in several activities:

participation in group rendition of a choral sound poem by avant-garde composer Harold Schramm

dramatic readings of scenes from Waiting for Godot

presentation and explanation to the class of an original visual art piece inspired by a dadaist or surrealist artist

participation in large-group teacher-led discussions

participation in small-group student-led discussions

HONORS WORK

Students will read Kafka's Metamorphosis, discuss it and present a dramatized version in class.

Students will read Camus' The Plague and write an analytic essay comparing themes found in several of Camus' works.

Students will visit The Museum of Modern Art (New York) and prepare a written report on the visual impact of surrealist and dadaist art.

COMPARATIVE MYTHOLOGY - 11/12 ELECTIVE

OVERVIEW/RATIONALE

Myth is central to an understanding of the human response to the world and the essential oneness of humankind. Moreover, myths respond to the adolescent need to know oneself. The hero leaves his home to undergo a perilous journey. During his wonderings, he encounters dangers and tests his courage and skill. It is through his trials that the hero is able to return home, changed. He leaves as an unsettled, questing youth and returns an integrated, society-oriented adult. The study of myth not only allows the student to grapple with her own adolescent struggles, but it also introduces the literary archetype, the recurring image that attempts to explain reality to us. These ancient archetypes (including the Golden Age, the fall, the mysterious journey, the metamorphosis and death/rebirth) can be identified today in our own culture.

READING

Students will discover the universality of the archetypal themes in mythology and literature by completing the following readings:

Edith Hamilton's Mythology
W. T. Jewkes' Man the Myth Maker
B. Stanford's Myths and Modern Man
Homer's Odyssey
Babylonian Gilgamesh
A collection of myths from a student selected culture (India, Japan, Ireland, Native America etc.)
Individual readings including Orpheus Descending (Williams), 2001-A Space Odyssey (Clarke), Mourning Becomes Electra (O'Neill), A Portrait of the Artist as a Young Man (Joyce), Frankenstein (Shelly), "A Turn with the Sun" (Knowles), Siddhartha (Hesse), The Flies (Sartre).

WRITING

Students will write several papers inspired by and responding to the literature. In these papers, students will demonstrate that they can apply the principles of organization, clarity, purpose, audience, grammar, usage, mechanics, diction and spelling.

Expressive/Persuasive writing will demonstrate the student's ability to select important characteristics of the fourteen Greek Olympians and compare them with herself.

Compare/Contrast writing will demonstrate the student's ability to find similarities and differences in the cosmogonic myths from many cultures.

Poetry writing will demonstrate the student's ability to create with words a personal Golden Age.

Narrative writing will demonstrate the student's ability to relate a personal experience to the archetypes of the Golden Age and the fall.

Narrative writing will demonstrate the student's ability to create an etiological myth in the style of Edith Hamilton.

Expository/Analytic writing will demonstrate the student's ability to find parallels between the stories of Atalanta, Hercules, Jason, Theseus and Perseus and the archetypal mythic hero cycle (mysterious birth, orplaned, childhood, secluded education, perilous journey, crucial battle and return)

Expository/Analytic writing will demonstrate the student's ability to analyze a hero quest myth and compare it to her own life.

Expository/Analytic writing will demonstrate the student's ability to select, limit and explore a topic inspired by the Odyssey.

Expository/Analytic writing will demonstrate the student's ability to write (under time pressure) about Gilgamesh's brand of freedom and his humanity.

SPEAKING

Students will demonstrate oral skills in several activities:

- Oral presentation analyzing myths from a student-selected culture
- Participation in an original playlet about the Olympians
- Participation in small-group student-led discussions
- Participation in large-group teacher-led discussions

LISTENING

Students will demonstrate listening ability in several ways:

- Discussing mythological elements in the Brazilian movie Black Orpheus and On the Waterfront
- Comparing Odysseus' epic journey to the contemporary expedition filmed in Search for Ulysses

Defending or attacking Orestes' matricide after listening to a record dramatizing the legend

Taking accurate and useful notes from a filmstrip focusing on the Olympians

HONORS WORK

Students will select an Olympian to research and report on focusing on the changes that the Olympian underwent across the ages.

Students will explore a theme drawn from classical mythology as it is used in contemporary society:

The labyrinth, narcissism, Promethean figures, Dionysian figures, Phaethon figures

MASKS - 11/12 ELECTIVE

OVERVIEW/RATIONALE

Masks have been worn throughout history either as role-playing devices or as expressions of a special identity. Modern masks are no longer literal, but psychological, and closely associated with the roles we play and the life styles we live. As Eugene O'Neill writes: "One's outer life passes in a solitude haunted by the masks of others; one's inner life passes in a solitude haunted by the masks of oneself." Students will research the physical masks worn by traditional cultures and analyze the psychological masks found in literature and in their own lives.

READING

Students will explore the use of masks in literature by reading, discussing and writing about the following readings:

Stevenson's - Dr. Jeckyl and Mr. Hyde
Poe's - The Masque of the Red Death
Moliere's - Tartuffe
Albee's - Who's Afraid of Virginia Woolf
West's - The Day of the Locust
Pirandello's "Henry IV"
Ionesco's - "The Bald Soprano"
Roth's - "Eli, the Fanatic"

WRITING

Students will write in the expressive, transactional and poetic modes demonstrating that they can apply the principles of organization, clarity, purpose, audience, grammar, usage, mechanics, diction and spelling.

Personal essay writing will demonstrate the student's ability to apply to their own lives their knowledge of body language, double-speak, clothes and psychological games as masking devices.

Expository/analytic essay writing will demonstrate the student's ability to analyze the role of clothes as masks in "Eli, The Fanatic," to analyze body language after observing an extended conversation, to analyze Dorine (Tartuffe) as the unmasker, to analyze a critic's response to the Masque of the Red Death and to analyze, under time pressure, Dr. Jeckyl and Mr. Hyde as an allegory of the human personality.

Poetry writing will demonstrate the student's ability to write psychological poetry modeled after R. D. Laeng's Knots.

Critical writing will demonstrate the student's ability to critique a television production of Tartuffe.

Research/report writing will demonstrate the student's ability to prepare a formal research paper on the use of masks in one of the

following cultures or art forms: Yaqui Indians, Hopi Indians, Northwest Indians, Iroquois Indians, Eskimo, New Guinea/Oceania, South Pacific Islands, Dogon (Africa), Japanese Noh drama, Commedia dell'arte, and Greek drama.

SPEAKING

Students will demonstrate oral skills in several ways:

formal presentation to the class of a shortened version of research paper to be judged on quality of content, organization, oral delivery and effectiveness of visuals.

presentation of dramatic readings of scenes from Tartuffe, "Henry IV", Who's Afraid of Virginia Woolf and "The Bald Soprano"

explanation to the class of a facial mask prepared in art medium of student's choice

participation in teacher-led large-group discussion

participation in student-led small group discussion

LISTENING

Students will demonstrate listening skills in several ways:

taking useful and appropriate notes from a slide/lecture

The Many Masks We Wear

preparing transactional analyses of situations after listening to a filmstrip/lecture based on Eric Berne's Games People Play

discussing and comparing the viewing of videotape of Tartuffe to the reading of the play

discussing and comparing the view of the feature length film Dr. Jeckyl and Mr. Hyde to the reading of the play

HONORS WORK

Students first will research "Doublespeak": how words are used as a mask to deceive or protect especially in government and then present to the class their findings on euphemisms, palliative expressions, neologisms, passive voice and convoluted circumlocution.

Students will read the Misanthrope by Moliere and compare and contrast it in writing with Tartuffe.

The students will write and produce a short play dealing with the theme of the social self in contrast with the inner self. Masks will be used in the production.

NOBEL PRIZE AUTHORS 11/12 ELECTIVE

OVERVIEW/RATIONALE

The Nobel Prize is awarded "to the person who shall have produced in the filed of literature, the most outstanding work of an idealistic tendency." This quest, as Faulkner said, honors writers who believe in universal truths - "love and honor and pity and pride and sacrifice." This quarterly course is designed to introduce students to a selection of these authors. Students will read and interpret works from poets, novelists, essayists and dramatists who have been awarded this prize since its inception in 1901.

READING

Students will demonstrate reading comprehension skills by completing the readings of the course materials, discussing them, testing on them and writing about them.

Nobel Parade - Helen N. McDonnell, editor - anthology of selections by winners of the Award for Literature

Independent reading of a longer work by a Nobel author

Acceptance speeches by Nobel winners

WRITING

Students will write several papers inspired by and responding to the literature. In these papers, students will demonstrate that they can apply the principles of organization, clarity, purpose, audience, grammar, usage, mechanics, diction and spelling.

Argumentative/persuasive writing will demonstrate the student's ability to convince the class that a particular author has filled the criteria for selection as a Nobel winner and is worthy of the award.

Expository/analytical writing will demonstrate the student's ability to extract the theme from a selection of prose or poetry.

Expository/analytical writing will demonstrate the student's ability to write a citation for a Novel author based on a specific reading using the citations of the Nobel committee as models.

Compare/contrast writing will demonstrate the students ability to find universal themes which run through works of Nobel authors to show how these themes illustrate the "idealistic tendencies" demanded of Nobel literature.

Expository/analytical writing will demonstrate the student's ability to discuss selections which seem to be deficient in the humanitarian or idealistic elements associated with Nobel Prize literature and to attempt to explain this.

Expository/analytical writing will demonstrate the student's ability to analyze the author's use of point of view and mood in various selections of poetry and fiction.

Expository/analytical writing will demonstrate the student's ability to read a work independently, create a thesis statement about the work and defend that thesis in a mature essay.

SPEAKING

Students will demonstrate oral skills in several activities:

presentation of a Nobel acceptance speech for the author of her independent reading

acting as a discussion leader for one of the selections read

participation in panel discussions

participation in small-group student-led discussions

participation in large-group teacher-led discussions

LISTENING

Students will demonstrate listening ability in several ways:

taking useful notes from a recording of Faulkner's Nobel Acceptance Speech

taking useful notes from student-led discussions of various selections in the anthology

taking useful notes from teacher's introductory lectures

listening to student's Nobel Acceptance speeches and voting for the most worthy candidate

HONORS

Students, with the advice of the teacher, will select a most challenging work for independent reading and analysis.

Students will be expected to act as discussion leader for a particular selection, prepare a biographical introduction to the author and prepare a critical analysis of the work for presentation to the class.

FILM AND FICTION 11/12 ELECTIVE

OVERVIEW/RATIONALE

Today's youth is surrounded by powerful visual media effects. This quarterly course provides students with the opportunity to acquire skills of visual literacy necessary to appreciate and understand the moving visual image. The similarities between film and literature as modes of storytelling will be explored by reading short stories and novels and analyzing their film adaptations.

READING

Students will demonstrate their understanding of the "language" of film by reading Coynik's Film: Real to Reel and viewing films which illustrate concepts presented in the text such as use of particular shots, color, rhythm, editing and movement. Comprehension will be demonstrated by objective testing and application in the analysis of films which follow.

Students will demonstrate their ability to compare film and fiction by reading the following short stories:

Bierce - An Occurrence at Owl Creek Bridge
Jackson - The Lottery
Melville - Bartleby the Scrivner
Fitzgerald - Bernice Bobs Her Hair
Cather - Paul's Case
Conrad - The Secret Sharer

WRITING

Students will write a variety of papers inspired by and responding to both the literature they read and the films they view. In these papers, students will demonstrate that they can apply the principles of organization, clarity, purpose, audience, grammar, usage, mechanics, diction and spelling.

Expository writing will demonstrate the student's ability to extrapolate the linear plot from a short film.

Compare/contrast writing will demonstrate the student's ability to find similarities and differences in the written story and the film treatment.

Narrative writing will demonstrate the student's ability to relate a personal experience which would be an appropriate subject for an animated film.

Critical writing will demonstrate the student's ability to write an interesting, concise but detailed film review for an audience. The group will prepare a film review newsletter for distribution to the school community.

Script writing will demonstrate the student's ability to translate the narrative form into a visual film sequence.

SPEAKING

Students will demonstrate oral skills by:

oral presentation of film scripts prepared from short stories

oral presentation of film reviews

participation in small-group student-led discussions

participation in large-group teacher-led discussions

LISTENING AND VIEWING

Students will demonstrate skills of visual literacy by:

taking useful notes from films on filmmaking fundementals and animation techniques

recording the story line of a film with a comples time sequence (An Occurrence at Owl Creek Bridge)

receiving and applying critical feedback from small-group sharing of film scripts and film reviews

INDIVIDUAL OR SMALL GROUP PROJECTS

Students will choose one of the following projects:

preparation of an 8mm film, including selection of appropriate subject, preparation of film treatment, storyboard and film script

selection of a short story suited for film adaptation and preparation of a film script

comparison, in an expository/analytical essay, of a novel of literary merit and its film adaptation

film reviewing project - viewing eight feature films and writing a film review for each; locating a professional review of the film; and comparing personal review with the professional review.

HONORS

Students will demonstrate skills of critical analysis of both film and fiction by selecting a challenging novel, viewing its film adaptation and writing an expository/analytical essay: for example, Hardy's Tess of the d'Urbervilles.

INDEPENDENT STUDY SEMINAR 11/12 ELECTIVE

OVERVIEW/RATIONALE

This quarterly seminar will allow the student the opportunity for in-depth study of the work of an author of literary merit. The student, with the advice of the teacher, will select an author. After reading several works by her author, the student will produce a critical analysis based on her own reading and interpretation as well as the interpretation of the critics. The course will include class meetings to develop analytic and research skills, individual conferences, independent study time and group sharing.

READING

Students will read Mansfield's The Garden Party and analyze it as to plot, characterization, setting, symbolism, point of view, tone, diction and theme.

Students will apply their understanding of these terms in their understanding of these terms in their independent reading of a minimum of three works by the author they have chosen to study.

Students will read both appropriate critical and biographical material pertaining to their individual author.

WRITING

As a culmination of their independent study, students will prepare an extended critical analysis integrating student insight with professional criticism.

Writing techniques to be learned include:

plot summaries

thematic summaries

precis writing

appropriate use of quotations in a researched work

Research techniques to be learned and re-inforced include:

preparation of a preliminary bibliography

selection of appropriate resources

note-card preparation

proper use of footnotes

preparation of a rough draft and outline

revision techniques

proper format for a formal paper

SPEAKING

Students will demonstrate oral skills in several activities:

presentation and defense of papers to the seminar group

participation in small-group student-led discussions

participation in large-group teacher-led discussions

participation in conferences with the instructor

LISTENING

Students will demonstrate listening ability in several ways;

providing appropriate feedback for student presentations of papers

demonstrating the ability to integrate suggested revisions into final form of paper

meeting the various deadlines for segments of the research process

THE ROMANCE OF ENGLISH LITERATURE - 11/12 ELECTIVE

OVERVIEW/RATIONALE

This course is designed to encourage a love of language especially through a study of poetry. It intends to awaken in students a response to "the best words in the best order." It is a survey course embracing the works of the leading Romantic, Victorian and early 20th Century English poets from Blake to Dylan Thomas. The course will deal with themes, forms, style, criticism and research on the Romantic movement.

READING

Daily reading assignments will be tested primarily by ability to discuss themes, figures of speech, diction and metrics and through analytic essay assignments.

MAJOR BRITISH POETS ed. Oscar Williams

Authors: Wm. Blake
Wm. Wordsworth
Samuel T. Coleridge
George G., Lord Byron
Percy B. Shelley
John Keats
Alfred, Lord Tennyson
Robert Browning
Matthew Arnold
Thomas Hardy
Gerard M. Hopkin
Wm. Butler Yeats
Dylan Thomas
*T.S. Eliot (Selected Poems of)

WRITING

Skills in using correctly various poetic terms will be developed through various essay assignments:

Students write in-class explications of a text.

Students write essays analyzing similar themes in different poets' works.

Students write essays analyzing similar themes in the various works of one poet.

Students paraphrase a selected poem.

Students parody a poem of their own choice.

Students write a paper on a poet of their choice taking a position with regard to a longer work and defending this personal position.

Students prepare a brief research report on a particular poet's place in the history of English literature. This paper must be carefully documented according to 10 Steps In Writing The Research Paper.

Students are encouraged to keep a daily journal recording responses to the works being studied or writing their own poems.

LISTENING

Comprehension, attention, perception and retention skills are developed by the following means:

Students discuss the works read in small and large group situations.

Students keep class lecture notes.

Students take notes on filmstrip presentations in class and in resource center assignments.

Students critique each others oral readings and interpretations.

Students listen to various recordings.

SPEAKING

Skills in projection, interpretation, precise diction and articulation are refined by the following means:

Students read selections orally (prepared/on-the-spot).

Students read their own essays and defend them.

Students are encouraged to question, challenge various topics during discussion.

Students memorize and recite shorter poems.

Honors and AP Students read more intensively and extensively from the text. They write an extra paper researching and comparing/contrasting two poets. These papers must be thoroughly documented and presented to a board of readers consisting of classmates, teacher and several teachers outside the discipline.

LITERARY TERMS

All students are expected to develop a list of literary terms and definitions with pertinent examples from the works studied. These are kept in a notebook.

HANDBOOK OF LITERATURE ed. Thrall and Hibbard

DICTIONARY OF WORLD LITERATURE ed. Shipley

All students are given an introduction to these two invaluable texts.

ABC's OF EARLY ENGLISH LITERATURE - 11/12 ELECTIVE

OVERVIEW/RATIONALE

This course is designed to acquaint students with the roots of modern English literature and to help them to appreciate the development of literature through the centuries. Its aim is to help them to recognize the great authors, works and genres of our literary past. The various changes that the language itself has undergone are noted. While introducing students to the birth of the performing arts, the roots of formal drama (in the Anglo-Saxon tradition) it means to show them the simple genius and skill of the creative minds of the past.

READING

Students demonstrate reading comprehension skills by completing the required readings, discussing them, being tested on them and writing about them. They are expected to have an overview of early English literature after the course is completed successfully.

Beowulf (in verse)
"Dream of the Rood"
"Sir Gawain and the Green Knight"

History of Mystery, Miracle and Morality Plays

Second Shepherds' Play
Abraham and Isaac
Noah's Flood
Everyman

Canterbury Tales - "Prologue"
Selected tales

WRITING

Students demonstrate various skills in writing, organizing, arguing, persuading, defining by producing essays related to the various readings.

Students write a brief, modern morality play.

Students write an expository/analytic essay on the epic Beowulf after research into the form and reading the poem.

Students write a narrative tale after the style of Chaucer - in prose or verse using a modern setting.

Students write a 20th Century prologue showing a sense of characterization after the style of Chaucer.

Students write an essay of comparison dealing with the mystery and morality plays.

Students make daily notes summarizing readings according to a pre-arranged format.

LISTENING

Perception and retention skills will be developed through the following means:

Students take notes on lectures.

Students take notes on filmstrips and are tested on these.

Students question oral reports given by peers.

Students hear recordings of various plays, poems and are expected to discuss these carefully afterwards.

SPEAKING

Fluency, care in diction, organization of thought is refined through the following means:

Students have frequent large and small group discussions.

Students read selections orally - on-the-spot.

Students perform portions of the plays.

Students prepare oral interpretations of the works studied.

Students read and defend their own essays.

Honors and AP Students are expected to do extra readings from the Mystery Cycles and Canterbury Tales. They must prepare a final project or essay for presentation to the class. This project is decided upon during the second week of class and presented during the final week. It may be audio-visual, three dimensional, musical etc. but, must have an accompanying explanatory test. It is possible that it might be a group project of several AP students.

THE DRAMA OF CHRISTIAN MARTYRDOM - 11/12 ELECTIVE

OVERVIEW/RATIONALE

While this course is designed essentially as a study of drama it integrates a view of history, theology and the arts as well. It aims to help students to see great authors grappling with a Christian theme (martyrdom) and to demonstrate as Shaw did in St. Joan that "religion can be as exciting as politics or adultery, even for a public which has lost the habit of Christian belief." A timely study, it is meant to stimulate thought about theater, drama, tragedy, martyrdom (past and present) faith and the arts. To this end various materials are used: several plays, essays, critiques, films, film-strips, current newspapers, an opera and an oratorio.

READING

Students demonstrate reading comprehension skills by completing the required readings, discussing them, being tested on them and writing about them. Students also read critical essays about the works, historical accounts of the era about which the work is written as well as the era in which it is written and an historical account of the theology of Christian martyrdom.

St. Joan	G. B. Shaw
+The Lark	J. Anouilh
*Joan of Lorraine	M. Anderson
+Becket	J. Anouilh
Murder In a Cathedral	T. S. Eliot
*Becket	Alfred, Lord Tennyson
Man For All Seasons	R. Bolt
Song at the Scaffold	E. Lavery
+Dialogue of the Carmelites	J. Bernanos

*indicates readings required for Honors/AP students.
+indicates readings also available in French for AP French students.

WRITING

Students write several papers inspired by and responding to the literature studied. In these papers, they demonstrate skills in applying principles of interpretation, criticism, organization, persuasion, definition, clarity, purpose, grammar, usage, mechanics diction and spelling.

Students having read parts of the Roman martyrology and the account of Stephen's martyrdom in "the Acts of the Apostles", make a creative response in the form of a playlet, a pantomine with narration and careful stage directions, a narrative poem, a newspaper account or a "60 minutes" type T.V. broadcast script.

Students, having read several plays on the same main character, write an essay analyzing the various authors' approaches to the protagonist or the theme.

Students, having read various critiques of the works studied, write an essay summarizing these views and taking their own particular stand with regard to a play - a critique of the critiques.

Students, having viewed some films, listened to some recordings and read all of the plays assigned, will write a comprehensive paper on a chosen aspect of the course developing a position with regard to Christian Theater, Martyrdom as a subject for drama, the place of religion in the arts.

Students are encouraged to keep a journal responding to course content, posing questions, addressing challenges.

LISTENING

Listening skills are tested, developed and refined by the following means:

Students take careful notes on teacher/visitor lectures.

Students take notes on small group discussions summarizing them for presentation to the large group.

Students view films and filmstrips making rough notes to be used in discussion and formal essays.

Students listen to recordings of various plays to evaluate interpretation as well as to appreciate dramatization.

Students listen to one another interpreting parts and delivering papers.

SPEAKING

Students demonstrate the development of skills of dramatic interpretation, diction and articulation, organization of arguments in discussion, by the following means:

Students engage in student led small group discussions and report back to the large group.

Students perform parts of the various plays read.

Students do on-the-spot oral readings of the text.

Students prepare individual oral interpretations.

Students read and defend their own essays before the class and respond to questions from the floor.

Students read and discuss recent writings on the El Salvador "martyrs" and the Christians of the Holocaust and discuss these accounts and events.

HONORS

AP and Honors students do the *readings as well as all other class assignments. Their final response to the class is a response in essay or art form - a guided project on Christian theater or Martyrdom or a particular martyr or a related topic emerging from the course content. (This project must be begun in earnest by the second week of the course.)

LITERARY TERMS

Classical tragedy
Renaissance tragedy
Modern tragedy
Chorus
Students compile a working list of new literary terms or literary terms enriched by fuller definitions; explanations.

POTPOURRI 11/12 ELECTIVE

OVERVIEW/RATIONALE

This quarterly course is designed to expose students to a medley of literature which focuses on non-western thought. Students will learn of eastern attitudes and ideals stemming from a profound sense of social and cosmic order and contrasting sharply with the indivudalism of the Anglo-Saxon world. The themes of the readings will help students to see that, despite distinct and unique cultural differences, man shares Faulkner's "old verities, the old universal truths" - the quest for justice, for love, for brotherhood and for a better life.

READING

Students will discover the contrasts and similarities between western and non-western thought and vlaues by completing the following readings:

Mishima's - The Sound of the Waves

Markandaya's - Nectar in a Sieve

Paton's - Cry, the Beloved Country

Yevtushenko's - Selected Poems

Students will demonstrate comprehension skills by both discussion and testing.

WRITING

Students will write several papers based on the readings. In these papers, students will demonstrate that they can apply the principles of organization, clarity, purpose, audience, grammar, usage, mechanics, diction and spelling.

Compare/contrast writing will demonstrate the student's ability to find similarities and differences in the classical Daphnis and Chloe tale and the modern day version presented in The Sound of The Waves.

Poetry writing will demonstrate the student's ability to understand the structure of "haiku" and "tanka."

Expository writing will demonstrate the student's ability to synopsize a plot and identify a character's main personality traits.

Expository/analytical writing will demonstrate the student's ability to read a novel, describe its setting and discuss the importance of that setting to the novel.

Expository/analytical writing will demonstrate the student's ability to recognize a central theme in a novel and to explain how the main events support this theme.

Expository/analytical writing will demonstrate the student's ability to discuss a philosophical or ethical conflict raised in reading and discuss the effect of cultural differences on the character's decision-making process.

SPEAKING

Students will demonstrate oral skills in several ways:

group oral presentation for an entire class period to provide cultural immersion into one of the countries covered by the readings

participation as a group discussion leader

participation in small-group student-led discussions

participation in large-group teacher-led discussions

LISTENING

Students will demonstrate listening ability in several ways:

taking useful notes from films, sound/slide programs and teacher lectures

acting as a scribe in a student-led discussion group

taking useful notes from student-produced cultural immersion days

HONORS WORK

Students will choose an independent reading from a prepared list and write an analytical essay on the reading.

Students will prepare a researched report on a cultural area of particular interest (e.g. Japanese theater, religious customs of India, apartheid or the Russian revolution) A summary of the researched paper will be shared with the class.

11/12 GRADE ENGLISH - TRAGIC DRAMA - QUARTERLY COURSE

OVERVIEW/RATIONALE

This quarterly course is designed to engage the students in the study of tragedy from the time of the Greeks through the Elizabethans to early twentieth century Scandinavians. It aims to show the men and women of tragedy as they search for truth love and justice, not unlike the men and women of the world today.

READING

Students will demonstrate reading comprehension skills by completing the readings of the course materials, discussing them, testing on them and writing about them.

Oedipus Rex - Sophocles
Antigone - Sophocles
Macbeth - William Shakespeare
Ghosts - Henrik Ibsen
Hedda Gabler - Henrik Ibsen

WRITING

Students will write several papers inspired by and responding to the literature. Mechanics and use of a personal style are stressed.

Expository/analytic writing will demonstrate the student's ability to relate Aristotle's Poetics to Antigone and to analyze the "echo" structure in Ghosts.

Compare/contrast writing will demonstrate the student's ability to compare and contrast the roles of Creon and Teiresias in Antigone and Oedipus Rex.

Persuasive writing will demonstrate the student's ability to give evidence to convince the reader of her point of view about characters and events encountered in Macbeth.

Choice of writing will be given for Ibsen's Hedda Gabler.

SPEAKING

Students will demonstrate oral skills in several activities:

participation in large group teacher-led discussion
participation in small group student-led discussion
reciting passages from Macbeth by memory
reading favorite passages and/or scenes from various plays

LISTENING

Students will demonstrate listening ability in several ways:

responding to filmstrips on Antigone, Shakespearean tragedy and Macbeth

listening to records of Antigone and Macbeth

taking useful notes on concept of tragedy, Greek theater, Elizabethan drama

HONORS

Honors students are expected to read additional works such as Oedipus at Colonnus and Hamlet. Analytic essays will be emphasized.

11/12 GRADE ENGLISH - THOSE ROMANTIC LADIES - QUARTERLY COURSE

OVERVIEW/RATIONALE

This quarterly course is designed to show the Victorian Age as a period producing both women who could write well and men who wrote about extraordinary women. The readings reveal the basic need of all human beings for love and affection.

READING

Students will demonstrate reading comprehension skills by completing the readings of the course materials, discussing them, testing on them and writing about them.

Idylls of the King - Alfred Lord Tennyson
Camelot - Alan Joy Lener
The Barretts of Wimpole Street - Rudolf Besier
Sonnets From the Portuguese - Elizabeth Barrett Browning
Wuthering Heights - Emily Bronte

WRITING

Students will write several papers inspired by and responding to the literature. Mechanics and the use of a personal style are stressed.

Compare/contrast writing will demonstrate the student's ability to compare and contrast two women from Tennyson's Idylls.

Narrative writing will demonstrate the student's ability to understand plot and character development by writing an epilogue to The Barretts of Wimpole Street.

Persuasive writing will demonstrate the student's ability to give evidence to convince the reader of her opinion of love relationship of The Barretts by discussing the Sonnets.

Creative writing will demonstrate the student's ability to write a sonnet in the style of Elizabeth Barrett Browning.

Expository/analytic writing will demonstrate the student's ability to trace the development of Cathy Earnshaw from Wuthering Heights.

SPEAKING

Students will demonstrate oral skills in several activities.

participation in large group, teacher-led, discussions

participation in small group, student-led, discussions

presentation of reports from Art and Man magazine

LISTENING

Students will demonstrate listening ability in several ways:

responding to filmstrips on "Journey of Faith" and Victorian England.

taking useful notes on the Victorian Era, the Victorian novel, the sonnet

listening to records of Sonnets from the Portuguese, The Barretts of Wimpole Street, and Camelot

HONORS

Honors students will read additional selections from Idylls of the King and Sonnets of the Portuguese. Analysis in writing and projects will be stressed.

11/12th GRADE ENGLISH - HERO IN IRISH LITERATURE - QUARTERLY COURSE

OVERVIEW/RATIONALE

This quarterly course is designed to define the role of the hero as he/she appears in Irish literature and determine the effect of one's heritage upon personal motivation and actions. It aims to show the importance of understanding another culture, when communication among races and nations is ever increasing.

READING

Students will demonstrate reading comprehension skills by completing the readings of the course materials, discussing them, testing on them and writing about them.

The Informer - Liam O'Flaherty

The Dubliners - James Joyce

Da - Hugh Leonard

Long Day's Journey Into Night - Eugene O'Neill

reading of Irish tales and poems

WRITING

Students will write several papers inspired by and responding to the literature. Mechanics and the use of a personal style are stressed.

Compare/Contrast writing will demonstrate the student's ability to compare and contrast the two main characters in The Informer.

Expository/Analytic writing will demonstrate the student's ability to show the relationship of the stories in The Dubliners as one revealing a "progression from childhood to maturity."

Persuasive writing will demonstrate the student's ability to give evidence to convince readers of the "myth" of Irish literature in O'Neill's Long Day's Journey Into Night

Creative writing will demonstrate the student's ability to write an original Irish folk tale.

Choice of writing about Leonard's Da

LISTENING

Students will demonstrate listening ability in several ways:

taking useful notes on Irish history, theatre culture, folklore

responding to filmstrips on "Treasurer of Irish Art"

listening to Irish poetry, ballads and folk songs

SPEAKING

Students will demonstrate oral skills in several activities:

participation in large group, teacher-led discussions

participation in small group, student-led discussions

presentation of reports on Irish history and Irish folklore

HONORS

Honors students are expected to read additional works from The Dubliners and Yeats' poetry and plays. Analysis in writing and projects will be stressed.

11/12th GRADE ENGLISH - LITERATURE AS SOCIAL COMMENTARY - QUARTERLY COURSE

OVERVIEW/RATIONALE

This quarterly course is designed to show how literature reflects life and how life in turn influences literature. The works used will show how great writers of the past and present comment on society, sometimes satirically, often sympathetically, but always with concern for the deep yearnings of the human person.

READING

Students will demonstrate reading comprehension skills by completing the readings of the course materials, discussing them, testing on them and writing about them.

The Canterbury Tales - Geoffrey Chaucer
"A Modest Proposal" - Jonathan Swift
Hard Times - Charles Dickens
The Loved One - Evelyn Waugh
The Caretaker, The Dumb Waiter - Harold Pinter

WRITING

Students will write several papers inspired by and responding to the literature. Mechanics and the use of a personal style are stressed.

Creative writing will demonstrate the student's ability to write a "contemporary Canterbury tale" in verse or prose and to submit a "proposal" (à la Swift) on some political or social problem.

Summarizing writing will demonstrate the student's ability to summarize and synthesize a tale of Chaucer other than those read in class.

Expository/Analytic writing will demonstrate the student's ability to analyze how Dickens attacks Victorian society and Waugh contemporary society in novels read.

Compare/Contrast writing will demonstrate the student's ability to compare and contrast the two Pinter plays.

SPEAKING

Students will demonstrate oral skills in several activities:

participation in large group, teacher-led discussions

participation in small group, student-led discussions

reading aloud one's own written oral work

LISTENING

Students will demonstrate listening ability in several ways:

taking useful notes on literary periods/movements e.g. Middle English, Victorian Era, the Modern period, theater of the absurd

responding to filmstrips on Chaucer, Dickens, Pinter

listening to records of Pinter's plays

HONORS

Honors students are expected to read additional works from The Canterbury Tales as well as an additional Dickens' novel. Students will analyze a social issue in a serious, analytic essay.